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ABSTRACT

This booklet explains the model of educational outcomes and indicators for students completing school developed by the National Center on Educational Outcomes. It then discusses suggested sources of information for the model's 77 indicators which measure the results of education. The model lists specific outcomes for the school completion level, lists indicators for each outcome, and lists at least two sources of information that can be used to measure the degree to which students have achieved each indicator. The outcomes and indicators are designed to help make data-based decisions about educational systems and to develop goals that will increase progress toward desired outcomes. The outcome domains include: presence and participation, accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. (JDD)

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Possible Sources of Data for School Completion Indicators

EC 303191

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

The College of Education
UNIVERSITY OF MINNESOTA

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January, 1994

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Additional copies may be ordered for $10.00. Please write:

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The National Center on Educational Outcomes (NCEO), established in 1990, works with state departments of education, national policy-making groups, and others to facilitate and enrich the development and use of indicators of educational outcomes for students with disabilities. It is believed that responsible use of such indicators will enable students with disabilities to achieve better results from their educational experiences. The Center represents a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education, and St. Cloud State University.

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Using Outcomes and Indicators

As educators you can't ignore the public's growing desire to know what the results of education are for all of America's students. But you may be asking yourself "Where do I begin?" The National Center on Educational Outcomes (NCEO) agrees that educational results are important and knows that finding the data to answer questions about results can be difficult. That's why NCEO has been working to help you get the information you need to get started.

After first developing a conceptual model of educational outcomes, NCEO produced the publication *Educational Outcomes and Indicators for Students Completing School*. This document explains the model (see figure 1, page 2), along with specific outcomes and indicators of those outcomes for the school completion level.

By using outcomes and indicators like those in NCEO's school completion model, you can make data-based decisions about your educational systems. You can also have goals that will increase progress toward desired outcomes. But first, you need to identify where you will get the information for each indicator. This easy-to-follow booklet will help you obtain the information you need.

Using This Booklet

In this booklet, which is a companion piece to *Educational Outcomes and Indicators for Students Completing School*, you will find possible suggestions for sources of information for each of the 77 indicators listed in the conceptual model for students completing school. As Figure 2 (page 3) indicates, each of the eight outcome domains (represented by diamonds) has several outcomes (circles) and indicators (triangles) of those outcomes.

As you read through this booklet, you will find that the information follows the order of outcome domains and outcomes presented in Figure 3 (pages 4 and 5). Indicators and possible sources of information are listed for each outcome (A1 to H3). For example, outcome A1 of Presence and Participation has three indicators: A1a, A1b, and A1c. Each of these indicators has at least two sources of information that can be used to get a measure of the degree that students are present and participate.

NCEO wants you, along with state department and school district personnel, to use this booklet as a resource when developing a system to document indicators of educational outcomes for all students, including those with disabilities. Companion pieces will also be developed for the post-school level (Ysseldyke, Thurlow, & Gilman, 1993c), and for the early childhood levels at age 3 (Ysseldyke, Thurlow, & Gilman, 1993a) and age 6 (Ysseldyke, Thurlow, & Gilman, 1993b).

Other Helpful Publications

Other publications that can help you follow the same process and steps used by NCEO include:

Developing a Model of Educational Outcomes - A description of the process and stages leading to the development of the model (Ysseldyke & Thurlow, 1993a)

Consensus Building: A Process for Selecting Educational Outcomes and Indicators - A description of the consensus-building technique used to reach agreement among diverse stakeholders on outcomes and indicators (Vanderwood & Ysseldyke, 1993)

Self-Study Guide to the Development of Educational Outcomes and Indicators - A self-study guide containing a four step process for developing outcomes and indicators (Ysseldyke & Thurlow, 1993b)

As you implement your assessment program, NCEO strongly encourages you to share your results with NCEO staff. By doing so, your experience and information can be shared with state and local educators. Write or call NCEO at 350 Elliott Hall, 75 East River Road, Minneapolis, MN 55455, 612-626-1530.

Conceptual Model of Domains and Outcomes

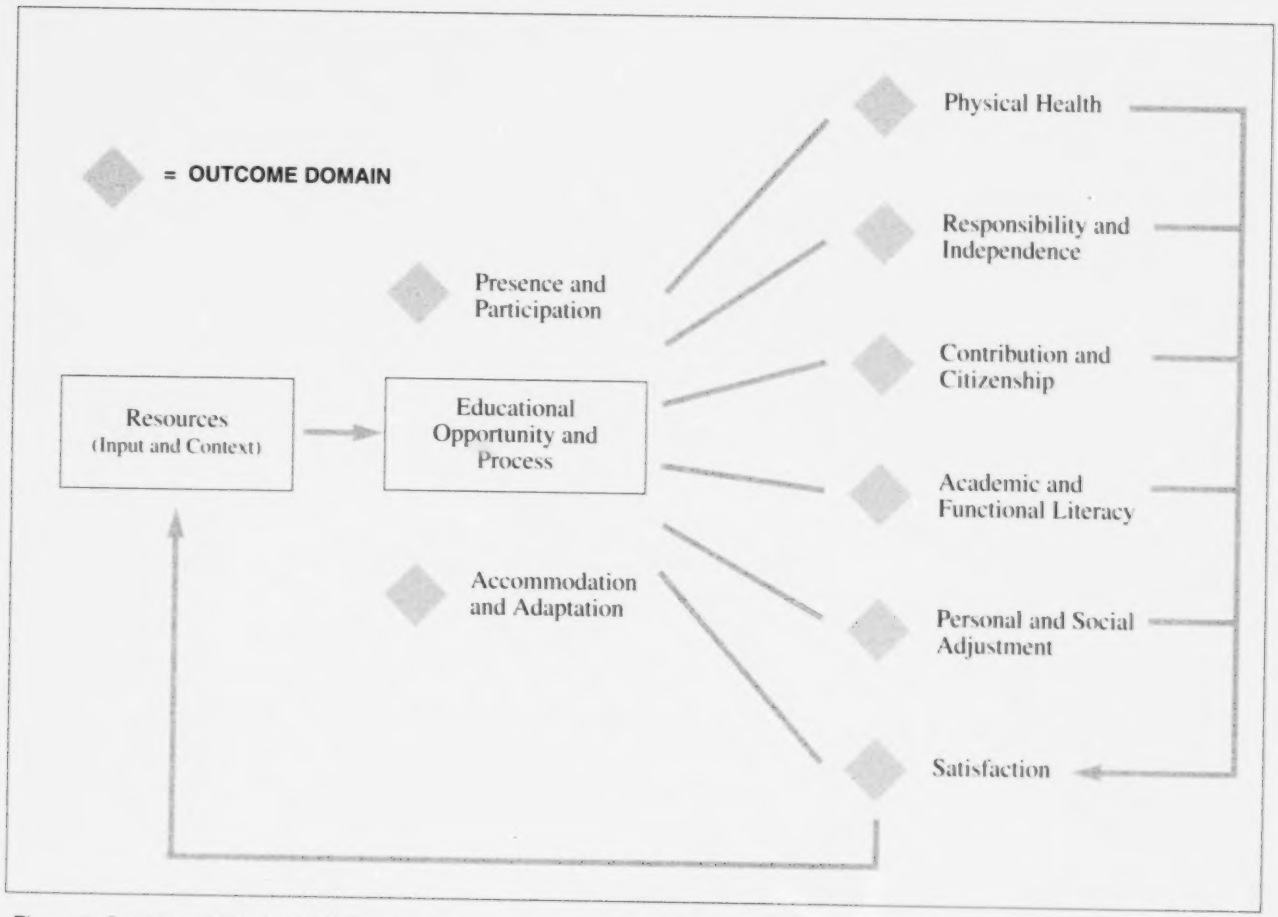

Figure 1. Conceptual Model of Educational Outcomes for Students Completing School

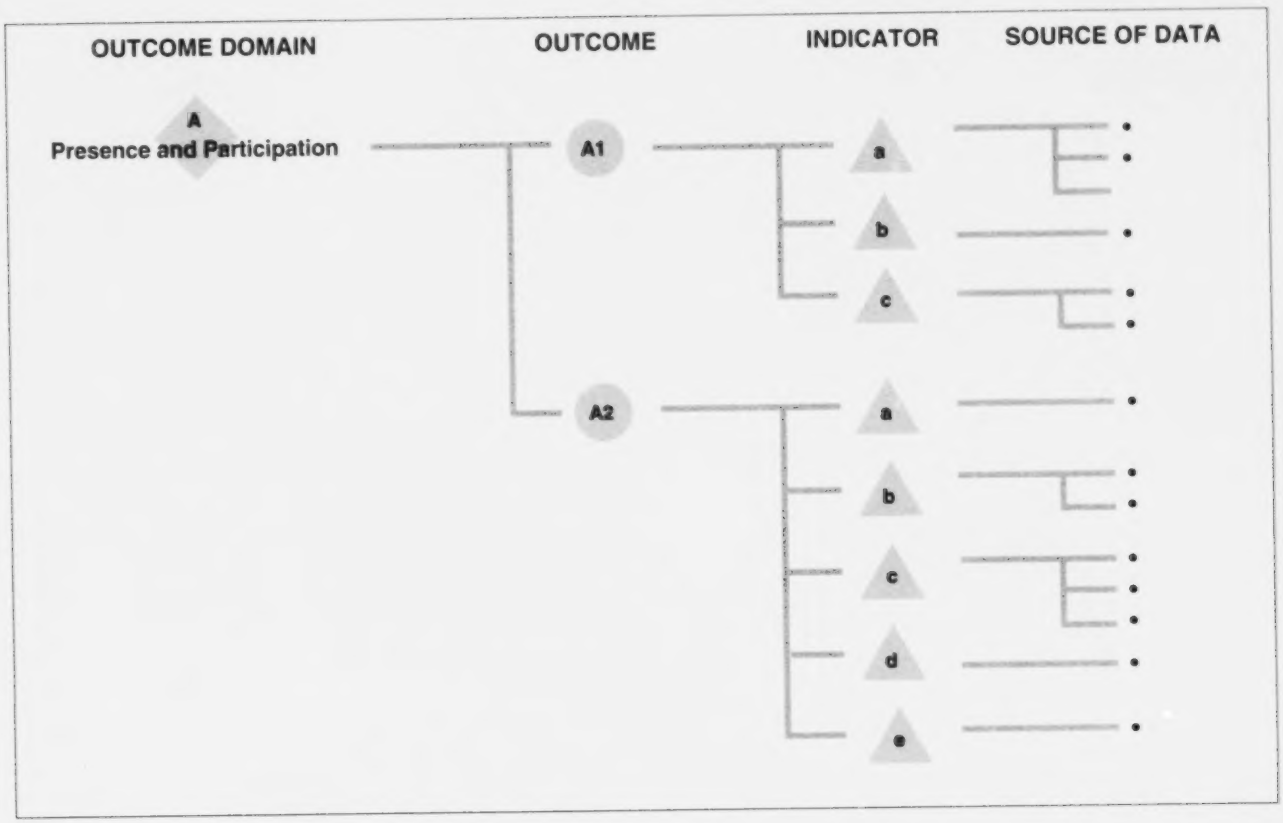

Figure 2. NCEO's Model of Outcomes, Indicators, and Sources of Data

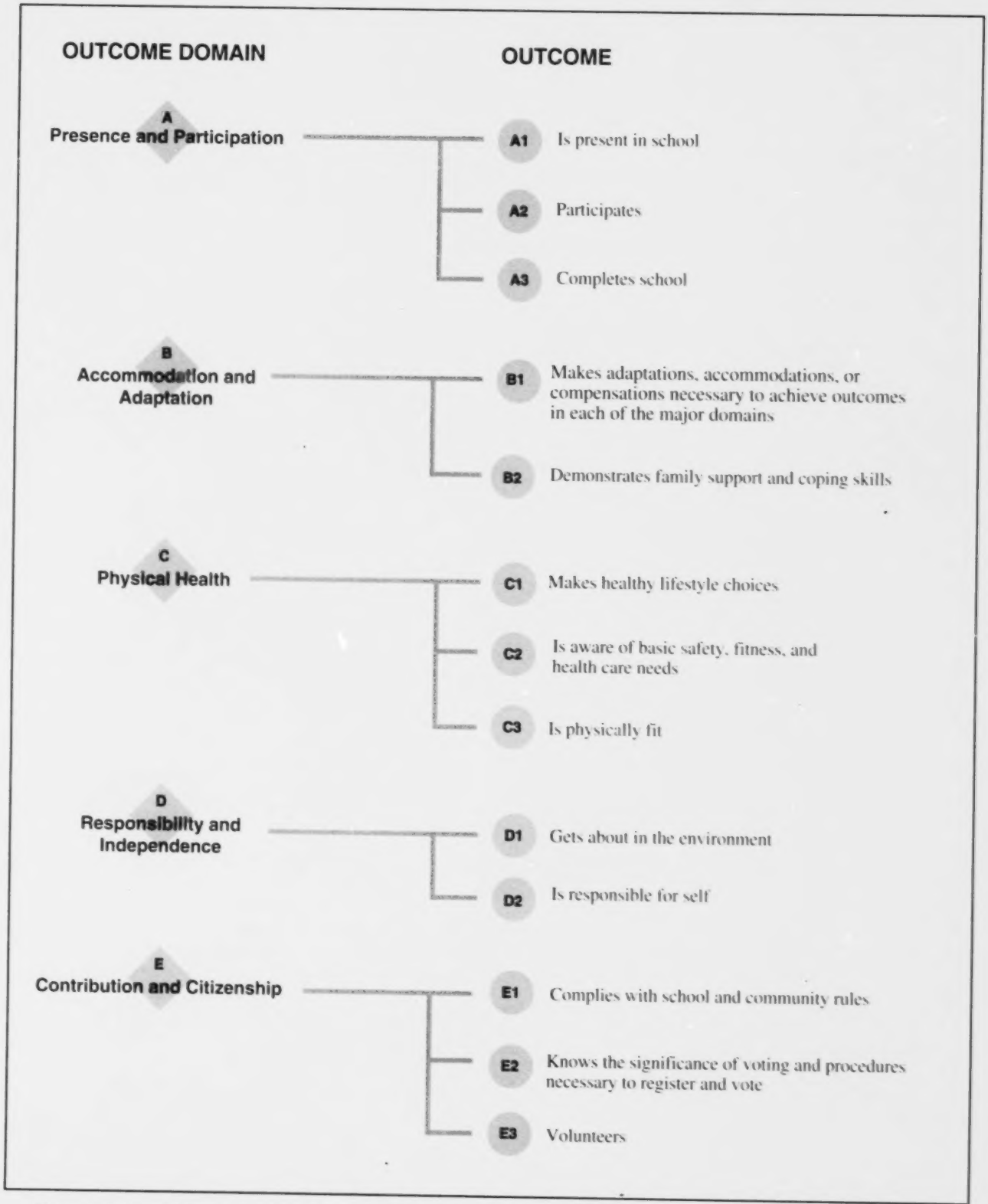

Figure 3. Outcome Domains and Outcomes for Students Completing School

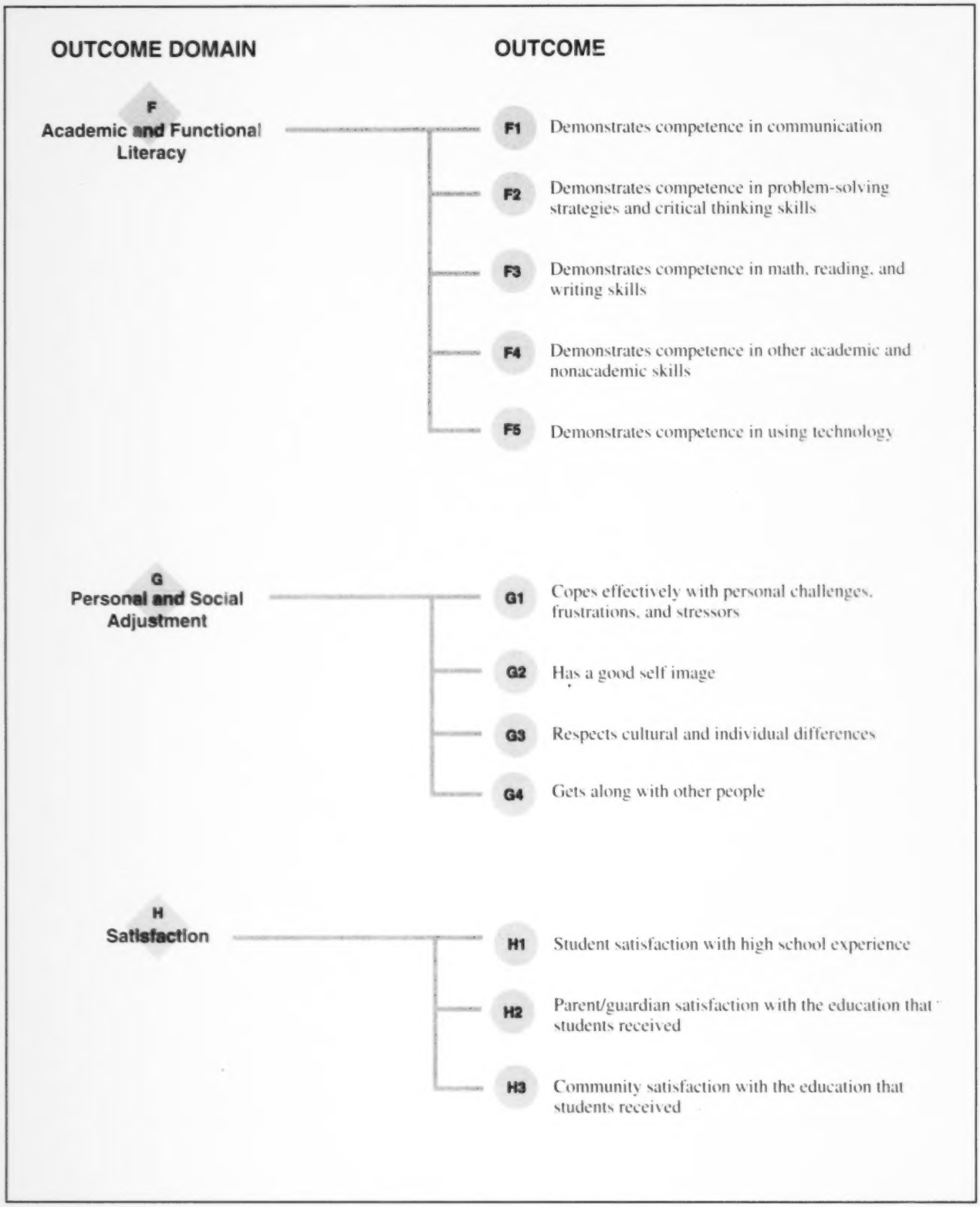

Figure 3., continued

= OUTCOME

= INDICATOR

A DOMAIN

Presence and Participation

● = POSSIBLE SOURCES OF INFORMATION

A1 **Is present in school**

A1a **Absenteeism rate during last year of school (differentiated for reasons of suspension, medical/health, truancy, and other)**

- School attendance data from administrative school records and/or information systems
- Principal questionnaire

A1b **Percent of students excluded from their typical school placement**

- Number of days students suspended
- Number of students expelled
- District special education records
- Annual state reports to U.S. Office of Special Education Programs

A1c **Percent of students attending residential settings (in and out of state), separate schools, separate classes**

- District special education records
- Annual state reports to U.S. Office of Special Education Programs
- Parent questionnaire

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

A DOMAIN

Presence and Participation

A2 **Participates**

A2a **Percent of time students participate actively in general education classrooms during last year of school**

- Direct observation (time sampling) conducted during randomly selected intervals during mainstreaming
- District administrative/special education Individualized Education Program (IEP) records
- Teacher rating of degree of active participation on formal/informal rating scale
- Systematic observation of behaviors indicating active participation

A2b **Percent of time students participate actively in community activities during the last year of school**

- Self report of number of days (or half days) the student participated in community activities
- Parent or student interview/questionnaire
- School record or record from community agency of student participation in community activities

A2c **Percent of time students participate actively in extra-curricular activities during last year of school**

- Self report of number of days (or half days) the student participated in extra-curricular activities
- Parent or student interview/questionnaire
- School/administrative record of student participation in extra-curricular activities
- Teacher questionnaire

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A DOMAIN

Presence and Participation

A2 Participates, continued

A2d **Percent of students who participate in district, state, and national testing programs**

- SEA or LEA testing records
- Records from national testing program (e.g., NAEP, NELS)
- Private agency records (e.g., ACE, ACT, ETS)

A2e **Percent of students who have employment experience (through school programs) before leaving school**

- LEA administrative records or information systems that contain data on distributed education/work study/transition placement
- Vocational education follow-up records of student participation in work experience
- Teacher and/or student interview
- Parent survey

= OUTCOME

= INDICATOR

A DOMAIN

Presence and Participation

● = POSSIBLE SOURCES OF INFORMATION

A3 **Completes school**

A3a **Percent of students who graduate with a diploma**

- Student transcripts obtained from districts
- Graduation records from school district administrative records and/or information systems
- State reports to U.S. Office of Special Education Programs (e.g., *December 1st Child Count* form)
- State information systems

A3b **Percent of students who earn a certificate of completion/attendance**

- Student transcripts and graduation records
- State reports to U.S. Office of Special Education Programs (e.g., *December 1st Child Count* form)
- Teacher questionnaire
- School district records
- State information systems

A3c **Percent of students who earn a GED diploma**

- Student transcripts and graduation records
- State reports to U.S. Office of Special Education Programs (e.g., *December 1st Child Count* form)
- Teacher questionnaire
- Records from Adult Education Office in Washington, D.C.
- American Council on Education — state reports on GED testing and test results

Presence and Participation

A3 Completes school, continued

A3d Percent of students who drop out

- Student transcripts and graduation records
- State reports to U.S. Office of Special Education Programs (e.g., *December 1st Child Count* form)
- Teacher questionnaire
- Records from Adult Education Office in Washington, D.C.
- American Council on Education — state reports on GED testing and test results

= OUTCOME

= INDICATOR

B DOMAIN

Accommodation and Adaptation

● = POSSIBLE SOURCES OF INFORMATION

B1 **Makes adaptations, accommodations, or compensations necessary to achieve outcomes in each of the major domains**

B1a **Percent of students who demonstrate adaptation/accommodation/ compensation skills required to move about in their environments**

- Parent survey or interview at graduation
- Observation of student just prior to graduation
- Performance-based assessment results
- Teacher report

B1b **Percent of students who demonstrate adaptation/accommodation/ compensation skills required to communicate**

- Observation of student just prior to graduation
- Teacher, parent, or student questionnaire or interview

B1c **Percent of students who demonstrate adaptation/accommodation/ compensation skills required to read**

- Observation of student just prior to graduation
- Teacher, parent, or student questionnaire or interview
- Performance-based assessment results

B1d **Percent of students who demonstrate adaptation/accommodation/ compensation skills required to participate in activities in home, school, and community environments**

- Teacher, parent or student questionnaire or interview
- Observation of student
- Performance-based assessment results

B1e **Percent of students who demonstrate adaptation/accommodation/ compensation skills required to manage personal needs in home, school, and community environments**

- Teacher, parent, or student questionnaire or interview
- Observation of student
- Performance-based assessment results

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

B DOMAIN

Accommodation and Adaptation

B2 **Demonstrates family support and coping skills**

B2a **Percent of families prepared to cope with students' needs after students leave school**

- Interview the students about whether parents were helpful (during last years in school) with non-school things
- Records obtained from state public health, social services, or mental health agency
- Parent interview about the amount of planning given to

B2b **Percent of families knowledgeable about community resources and programs needed by student**

- Parent interview/survey about their knowledge of community resources — education, social services, mental health
- Records obtained from state public health, social services, or mental health agency

B2c **Percent of families participating in education of their children**

- Percent of parents who show up for IEP conference and sign their child's IEP
- Records obtained from state public health, social services, or mental health agency
- Teacher questionnaire, parent interview, and student interview
- School records of parent participation in conferences, extra-curricular activities, and parent-professional meetings (e.g., ARC)

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

C
DOMAIN

Physical Health

C1 Makes healthy lifestyle choices

C1a Percent of students who indicate that they use tobacco products

- Self report interview/survey
- Biannual Center for Disease Control *Youth Risk Behaviors Survey* (YRBS) (Only grades 9-12 are available and not by handicapping condition.)
- Use YRBS items as interview or survey items
- *National Health Interview Survey:* Annual survey completed by the National Center for Health Statistics
- School report
- Parent report

C1b Percent of students who make good nutritional choices

- Look at student or use skin fold for obesity/underweight
- Interview student or parent (obtain report of nutritional choices within past week or day and assess proportion of good and poor choices)
- Biannual Center for Disease Control *Youth Risk Behaviors Survey* (YRBS) (Only grades 9-12 are available and not by handicapping condition.)
- Finger-prick cholesterol check

C1c Percent of students who have abused alcohol or drugs in the past year

- Biannual Center for Disease Control *Youth Risk Behaviors Survey* (YRBS) (Only grades 9-12 are available and not by handicapping condition.)
- Self-reports, peer informants
- Parent, student interview/survey
- Administrative school records of violators
- *National Household Survey on Drug Abuse:* Survey completed by the National Institute on Drug Abuse
- *National Health Interview Survey:* Annual survey completed by the National Center for Health Statistics

Physical Health

C1 **Makes healthy lifestyle choices, continued**

C1d **Percent of students who indicate they have had unprotected sex in the past year**

- Student interview/survey
- Biannual Center for Disease Control *Youth Risk Behaviors Survey* (YRBS) (Only grades 9-12 are available and not by handicapping condition.)
- Use YRBS items as interview or survey items
- *National Health Interview Survey*

C1e **Percent of students who elect to participate in sports, recreational, and/or exercise activities**

- Participation records from community agencies/groups (i.e., YMCA, YWCA, Scouts, City Parks)
- Biannual Center for Disease Control *Youth Risk Behaviors Survey* (YRBS) (Only grades 9-12 are available and not by handicapping condition.)
- Interviews/surveys of teachers, coaches, parents, others
- Student interview/survey
- Administrative school records — participation in sports (competitive and intramural) and clubs

= OUTCOME

= INDICATOR

C DOMAIN

Physical Health

● = POSSIBLE SOURCES OF INFORMATION

C2 **Is aware of basic safety, fitness, and health care needs**

C2a **Percent of students who are aware of basic safety precautions and procedures**

- Selected items from adaptive behavior scales or checklists (e.g., *Responsibility and Independence Scale for Adolescents, PASS, Scales of Independent Behavior*)
- Knowledge test results/performance assessments (Center for Disease Control *Youth Risk Behaviors Survey*)
- Teacher questionnaire, parent interview, or student interview or survey
- Health examination scores (several states have developed these)

C2b **Percent of students who are aware of basic fitness needs**

- Knowledge test results
- Teacher questionnaire, parent interview, or student interview
- Physical education and health examination scores

C2c **Percent of students who are aware of basic health care needs**

- Knowledge test results
- Teacher questionnaire, parent interview, or student interview
- Physical education and health examination scores

C2d **Percent of students who know when, where, and how to access health care**

- Knowledge test results
- Teacher questionnaire, parent interview, or student interview
- Physical education and health examination scores

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= OUTCOME

= INDICATOR

C
DOMAIN

Physical Health

● = POSSIBLE SOURCES OF INFORMATION

C3 **Is physically fit**

C3a **Percent of students who are physically fit**

- Selected items from *National Health Interview Survey* or the *Youth Risk Behavior Surveillance System* to be used in a survey to students
- Results of fitness tests and physical exams
- Teacher (e.g., P.E. teacher) questionnaire, parent interview, or student interview/survey

= OUTCOME

= INDICATOR

D DOMAIN

Responsibility and Independence

● = POSSIBLE SOURCES OF INFORMATION

D1 **Gets about in the environment**

D1a **Percent of students who can get to and from a variety of destinations**

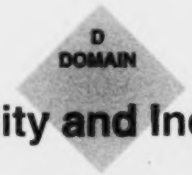
- Selected items from adaptive behavior scales or checklists (e.g., *Responsibility and Independence Scale for Adolescents, PASS, Scales of Independent Behavior*)
- Knowledge test that allows for both local and general assessment of the ability to go from one destination to the other
- Survey/interview of parents about student's skill in reading road maps, bus schedules, etc.
- Performance assessments for locale — urban, rural, suburban

D1b **Percent of students who know how to access community services (e.g., rehabilitation, counseling, employment, health, etc.)**

- Interview student — make him/her explain how it is done or write directions so a friend could access the services
- Selected items from adaptive behavior scales or checklists (e.g., *Responsibility and Independence Scale for Adolescents, PASS, Scales of Independent Behavior*)
- Knowledge tests (e.g., SEA/LEA developed tests) on access to community services
- Parent interview, student interview/survey

D1c **Percent of students who complete transactions (e.g., shopping, banking, dry-cleaning, etc.) in the community**

- Select items from adaptive behavior scales or checklists (e.g., *Responsibility and Independence Scale for Adolescents, PASS, Scales of Independent Behavior*)
- Direct observational recordings by supervisors
- Parent interview, student interview/survey



Responsibility and Independence

D1 **Gets about in the environment, continued**

D1d **Percent of students with a driver's license**

- Selected items from adaptive behavior scales or checklists (e.g., *Responsibility and Independence Scale for Adolescents, PASS: Scales of Independent Behavior*)
- Parent interview, student interview/survey
- Student report

= OUTCOME

= INDICATOR

D
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Responsibility and Independence

D2 Is responsible for self

D2a Percent of students who can prioritize and set goals and persevere toward them

- Selected items from adaptive behavior scales or checklists
- Structured interview, ratings by parents, teachers and others
- Open-ended test

D2b Percent of students who manage personal care and safety

- Selected items from adaptive behavior scales or checklists
- Supervisor/parent ratings
- Teacher questionnaire, parent interview, and student interview/survey
- Scores on LEA- or SEA-developed health examination

D2c Percent of students who effectively advocate for themselves

- Selected items from adaptive behavior scales or checklist
- Direct assessment
- Supervisor/parent/teacher ratings and/or self determination scales and checklists
- Teacher questionnaire, parent interview, and student interview

D
DOMAIN

Responsibility and Independence

D2 Is responsible for self, continued

D2d Percent of students who are likely to engage in lifelong learning

- Administrative records from post-secondary institutions indicating percent of students who pursue further education
- Measures of academic success in school/ratings of commitment to learning
- Parent, student interview/survey to explore the use of less formal means of continuing education — private seminars, tutoring on computers, for example, as well as self-taught skills

= OUTCOME

= INDICATOR

E DOMAIN

= POSSIBLE SOURCES OF INFORMATION

Contribution and Citizenship

E1 Complies with school and community rules

E1a Percent of students who have been suspended or subjected to other disciplinary actions

- Administrative school records
- Number of discipline contacts between student and principal's office, teacher reports of time-outs, loss of privileges, etc.
- Teacher questionnaire
- State information system

E1b Percent of students who have been repeatedly suspended or subjected to disciplinary actions

- Administrative school records
- Record of suspensions, exclusions, and discipline contacts in archival school records
- Teacher questionnaire
- State information system

E1c Vandalism rate and magnitude

- Parent/student report
- Vandalism rate and frequency of acts recorded by police and/or school (acts classified by severity)
- *National Longitudinal Transition Study*
- Principal report
- Data from National Education Goals Panel report on safe schools

E1d Crime rate and magnitude

- Parent/student report
- Crime rate and frequency of acts recorded by police and/or school (acts classified by severity)
- *National Longitudinal Transition Study*
- SEA-, LEA-developed interview/survey based on items from national surveys conducted by the Department of Justice (*National Crime Survey*) – should include juvenile detention and correctional facilities, local jails, and state adult correctional facilities
- Principal report

= OUTCOME

= INDICATOR

E DOMAIN

Contribution and Citizenship

● = POSSIBLE SOURCES OF INFORMATION

E2 **Knows the significance of voting and procedures necessary to register and vote**

E2a **Percent of students who know the significance of voting**

- Select items from adaptive behavior scales or checklists (e.g., *Responsibility and Independence Scale for Adolescents, PASS, Scales of Independent Behavior*)
- Knowledge tests (e.g., civics exam scores)
- Teacher questionnaire, parent interview, and student interview
- Civics examination scores

E2b **Percent of students who know the procedures necessary to register and vote**

- Select items from adaptive behavior scales or checklists (e.g., *Responsibility and Independence Scale for Adolescents, PASS, Scales of Independent Behavior*)
- Knowledge tests (e.g., civics exam scores)
- Teacher questionnaire, parent interview, and student interview

= OUTCOME

= INDICATOR

E DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Contribution and Citizenship

E3 Volunteers

E3a **Percent of students who volunteer time to school, civic, community, or nonprofit activities**

- Community and administrative school records
- Observational recordings by supervisors/reports by volunteer coordinators
- Teacher questionnaire, parent interview, and student interview/survey
- Principal survey

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F1 **Demonstrates competence in communication**

F1a **Percent of students who use and comprehend language that effectively accomplishes the purpose of the communication**

- Teacher report
- State or district writing test
- NAEP assessment results
- Observation
- Ratings by parents and teachers/peer reports
- Teacher questionnaire, parent interview, and student interview

= OUTCOME

= INDICATOR

F
DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F2 **Demonstrates competence in problem-solving strategies and critical thinking skills**

F2a **Percent of students who demonstrate problem-solving and critical thinking skills**

- Teacher reports or ratings
- Performance on problem-solving and critical thinking tests
- Parent or student interview
- Performance-based assessment results

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F3 **Demonstrates competence in math, reading, and writing skills**

F3a **Percent of students who demonstrate competence in math necessary to function in their current home, school, work, and community environments**

- Scores from any math achievement test that contain word problems
- Performance on state assessment test
- Supervisor and teacher reports of functional use of applied math
- Performance-based assessment results

F3b **Percent of students who demonstrate competence in math necessary to function in their next environment**

- Ratings of success in next environment
- Test results/teacher ratings
- Teacher questionnaire, parent interview, and student interview
- Performance-based assessment results

F3c **Percent of students who demonstrate competence in reading necessary to function in their current home, school, work, and community environments**

- Any reading or composition test
- Performance on state assessment
- Teacher questionnaire, parent interview, and student interview
- Performance-based assessment results

F DOMAIN

Academic and Functional Literacy

F3 Demonstrates competence in math, reading, and writing skills, continued

F3d Percent of students who demonstrate competence in reading necessary to function in their next environment

- Ratings of success in next environment
- Performance on state assessment
- Teacher questionnaire, parent interview, and student interview
- Performance-based assessment results

F3e Percent of students who demonstrate competence in writing necessary to function in their current home, school, work and community environments

- Performance on state assessment of writing skills
- Teacher questionnaire, parent interview, and student interview
- Performance-based assessment results

F3f Percent of students who demonstrate competence in writing necessary to function in their next environment

- Ratings of success in next environment
- Performance on state assessment of writing skills
- Teacher questionnaire, parent interview, and student interview
- Performance-based assessment results

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F4 **Demonstrates competence in other academic and nonacademic skills**

F4a **Percent of students who demonstrate competence in other academic and nonacademic skills necessary to function in their current home, school, work, and community environments**

- Performance on norm-referenced tests
- Performance on state assessment
- Scores on science and health assessment program being used by SEA
- Teacher ratings
- Performance-based assessment results

F4b **Percent of students who demonstrate competence in other academic and nonacademic skills necessary to function in their next environment**

- Ratings of success after six months in next environment
- Teacher ratings
- Performance-based assessment results

= OUTCOME

= INDICATOR

F DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Academic and Functional Literacy

F5 Demonstrates competence in using technology

F5a Percent of students who currently apply technology to enhance functioning in home, school, work, and community environments

- Students using technology at work (copier, computer, printer, fax, modem, security system, telephone, voice mail, federal express), home (computer, telephone, stove, microwave, mixer, VCR/TV, Stereo, furnace, water heater, washer/dryer, answering machine, portable telephone, security system), and community (ATM, bus, subway)
- Reports by the U.S. Office of Technology Assessment (OTA)
- Teacher questionnaire, parent interview, and student interview
- School report of technology use
- Performance-based assessment results

F5b Percent of students who demonstrate competence in using technology to function in their next environment

- Ratings of success in using technology in next environment
- Students using technology at work (copier, computer, printer, fax, modem, security system, telephone, voice mail, federal express), home (computer, telephone, stove, microwave, mixer, VCR/TV, stereo, furnace, washer/dryer, answering machine, portable telephone, security system), and community (ATM, bus, subway)
- NAEP questions on use of computers/calculators at home
- Reports by the U.S. Office of Technology Assessment (OTA)
- Teacher questionnaire, parent interview, and student interview
- School report of technology use
- Performance-based assessment results

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

Q DOMAIN

Personal and Social Adjustment

Q1 **Copes effectively with personal challenges, frustrations, and stressors**

G1a **Percent of students who cope effectively with personal challenges, frustrations, and stressors**

- Performance on items selected from adaptive behavior measures, social skills scales, and/or social personal adjustment measures
- Self-reports/ratings
- Reports by parents, teachers, and students

G1b **Percent of students whose behavior reflects an acceptance of the consequences for behavior (e.g., makes restitution)**

- Performance on items selected from adaptive behavior measures, social skills scales, and/or social personal adjustment measures
- Teacher questionnaire, parent interview, and student interview

= OUTCOME

= INDICATOR

G DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G2 Has a good self image

G2a Percent of students who perceive themselves as worthwhile

- Scores on any self-concept scale
- Structured interviews, parent and teacher ratings
- Student interview
- School routine screening for depression and suicide (e.g., the *Reynolds Adolescent Depression Scale*)

G2b Percent of students who perceive themselves as competent

- Scores on any self-concept scale
- Structured interviews, parent and teacher ratings
- Student self report (*Harter Perceived Academic Competence Scale*)

= OUTCOME

= INDICATOR

G DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G3 **Respects cultural and individual differences**

G3a **Percent of students whose behavior demonstrates acceptance of culture and individual differences**

- Has friends from different cultures/ethnic groups as reported on teacher, parent, student, or peer survey/ interview
- Participates in cross-cultural school activities

= OUTCOME

= INDICATOR

G DOMAIN

● = POSSIBLE SOURCES OF INFORMATION

Personal and Social Adjustment

G4 **Gets along with other people**

G4a **Percent of students who have friends and are a part of a social network**

- Performance on items selected from adaptive behavior measures, social skills scales, and/or social personal adjustment measures
- Annual follow-up study
- Use of Social Network Analysis
- Teacher, parent, and student interview/survey

G4b **Percent of students who demonstrate skill in interacting and in making decisions in social situations, including during interpersonal conflict**

- Performance on items selected from adaptive behavior measures, social skills scales, and/or social personal adjustment measures
- Annual follow-up study
- Use of Social Network Analysis
- Teacher, parent, and student interview/survey

G4c **Percent of students who engage in productive group work**

- Report by someone other than self
- Teacher/supervisor direct observations
- Teacher, supervisor, and parent survey/interview

= OUTCOME

= INDICATOR

H DOMAIN

Satisfaction

● = POSSIBLE SOURCES OF INFORMATION

H1 **Student satisfaction with high school experience**

H1a **Percent of students who are satisfied with level of achievement**
- ● Student survey/interview
- ● Parent/guardian survey/interview

H1b **Percent of students who are satisfied with what was provided in school**
- ● Student survey/interview
- ● Parent/guardian survey/interview

H1c **Percent of students who are satisfied with high school experience**
- ● Student survey/interview
- ● Parent/guardian survey/interview

H1d **Percent of students who are satisfied with progress toward achieving educational outcomes**
- ● Student survey/interview
- ● Exit performance assessment results
- ● Parent/guardian survey/interview

= OUTCOME

= INDICATOR

H DOMAIN

Satisfaction

● = POSSIBLE SOURCES OF INFORMATION

H2 **Parent/guardian satisfaction with the education that students received**

H2a **Percent of parents/guardians who are satisfied with level of achievement**
- Parent/guardian survey/interview
- Exit performance assessment results

H2b **Percent of parents/guardians who are satisfied with what was provided in school**
- Parent/guardian survey/interview
- Number of due process hearings

H2c **Percent of parents/guardians who are satisfied with high school experience**
- Parent/guardian survey/interview
- Number of due process hearings

H2d **Percent of parents/guardians who are satisfied with progress toward achieving educational outcomes**
- Parent/guardian survey/interview
- Number of due process hearings

H2e **Percent of parents/guardians who are satisfied with the extent to which student is prepared to live in society**
- Teacher, parent, or student survey/interview
- Number of due process hearings

= OUTCOME

= INDICATOR

● = POSSIBLE SOURCES OF INFORMATION

H DOMAIN

Satisfaction

H3 **Community satisfaction with the education that students received**

H3a **Percent of community (teachers, policymakers, employers, general public) satisfied with students' level of achievement**

- Community member survey/interview
- Reports from employers or community agencies of their satisfaction
- Data collected from the community as part of the accreditation process

H3b **Percent of community (teachers, policymakers, employers, general public) satisfied with what was provided in school**

- Community member survey/interview
- Reports from employers or community agencies of their satisfaction
- Data collected from the community as part of the accreditation process

H3c **Percent of community (teachers, policymakers, employers, general public) satisfied with students' progress toward achieving educational outcomes**

- Community member survey/interview
- Reports from employers or community agencies of their satisfaction
- Data collected from the community as part of the accreditation process

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